

Laura Terrill
August 2014

Performance Toward Proficiency:
Familiarization with Proficiency Levels

Talking about realia....

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Pair students. Give them a time limit and tell them to create a conversation that incorporates the information found in the document/visual. Tell them to start over if they run out of things to say.



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What's different? Teach Circumlocution.

3



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Maintain the Conversation

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Structured Debate

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Imagine their lives.
Where would you rather live and why?

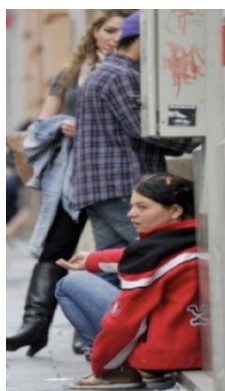


What might cause you to change your mind and why?

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Structured Debate

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<http://1jour1actu.com/debat/>

Should begging be banned from downtown areas?

Beggars are being banned from downtown areas. It's against the law to beg in the streets or in public transportation. If beggars are caught, they must pay a fine of about \$75.00.

Roles in the debate:

- the mayor of the city
- a beggar
- a resident of the city
- a representative of a foundation that helps the poor

Consider:

- the need to enact laws for public good
- the need for food and shelter for the homeless/unemployed
- the need to feel safe in the streets
- where the beggars go when they leave the city
- the impact of the current economic conditions on poverty

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Summative Assessment - Interpersonal

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Students will select at random various images of Puerto Rico and will role play a conversation to decide what they will do while on vacation in Puerto Rico. They will discuss the environmental impact of their tourism on the island.

- ❖ comment on what you plan to do/see in the rainforest
- ❖ comment on the weather/environment in relation to your plans
- ❖ accept and refuse suggestions for other places saying what you want to do there
- ❖ mention a few foods/beverages you want to have

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Testing Day


1. **On-deck Area**



Students:

- Select images
- Practice both roles

2. **Performance Area**




Teacher:

- Indicates who starts
- Sets timer
- Assesses performance

- ❑ Use the technology that is available to you, low-tech options will work
- ❑ Select random partners on the day of the test, determine and post the order
- ❑ Assign work to students, often a presentational assessment will work well
- ❑ Create an ondeck area where each pair draws a situation at random, practices for 2 minutes and prepares to take either part
- ❑ Move the ondeck students to a station in front of you. Set a timer for a set amount of time and indicate which partner should start the conversation.
- ❑ Call time if necessary. Mark the rubric before asking the next pair to move to the station in front of you.

3. **Students in class work quietly on assigned task.**



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performance
interpretive
perspectives



proficiency
connections
interpersonal

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Presentational Mode

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Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



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Presentational Communication....

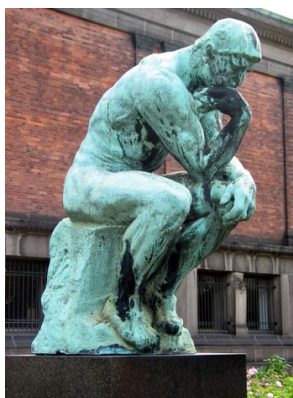
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is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

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Writing is Thinking

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Writing Makes Thinking Concrete

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Writers consume more than they produce.

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- Read like a writer.
- “Steal” characteristics of good text.
- Imitate familiar genres.

Keep a writing log. Write about the writing itself. Copy interesting sentences and comment on what makes them effective. Consider how the author gets the reader’s attention. Think about how you might use a certain technique.

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Less is more?

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<http://www.sixwordmemoirs.com>



<http://www.101words.org/>



<http://flashfictiononline.com/main/>

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<http://olc.spsd.sk.ca/de/pd/instr/strats/storymapping/index.html>

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Ideas

Ideas make up the content of the piece. Writers move from the general to the specific. *“They describe the bits and pieces of life, the ordinary, in extraordinary ways...They have something to say in their writing that no one else does. Their ideas come alive!”*

Ruth Culham

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Teammates Consult

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What are the implications of reaching 7 billion for the Earth's population?

Discuss with your group. Then, pick up a pen and write an answer in your own words.

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because
The neighbor
often
down who were Oh !

Sentence Fluency

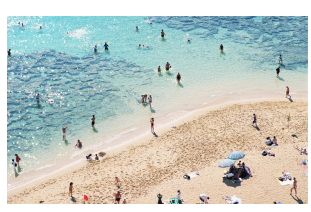
“Fluent writing is graceful, varied, rhythmic — almost musical. It’s easy to read aloud. Sentences are well built. They move. They are varied in structure and length. Each one seems to flow right out of the one before.”

Ruth Culham

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Write 5 sentences about summer.....



It’s summer. It’s hot. I love to swim. I like the beach. I like to play volleyball.

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Teach transitions

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but
and then
at first
however
often
later
perhaps
by the way
on the contrary
and
briefly

also
still, always
as, like
for example
in this way
suddenly
because
especially
in any case
finally
now

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Building Blocks

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What is a sentence?

The parrots attacked the frogs _____
where ? with whom?

when ? at what time? why?

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Organization

“Herding cats.....The art of getting those ideas together, heading them out on the trail with a great sendoff; creating sequence, transitions, and a fine sense of pacing along the way; and, at the end of the drive, rounding them up.....”

Ruth Culham

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An unusual event.....

1. Write an interesting topic sentence.



Sentence 2

Sentence 3

Sentence 4

2. Write a solid closing sentence.

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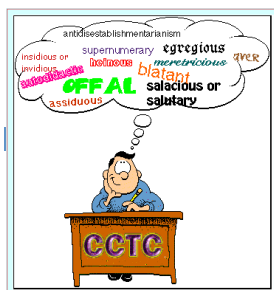
It was a dark and stormy night when Zapata met El Chupacabra.

—
—
—

Sadly Zapata learned too late that nightmares do come true.

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Word Choice

“Word choice is about the use of rich, colorful, precise language that communicates.. in good descriptive writing, strong word choice clarifies and expands ideas. In persuasive writing, it moves you to a new vision of things. In narrative writing, it creates images in your mind that are so real, you feel like you are part of the story itself.”

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Ruth Culham

Expand a Headline

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**Ce couple de
retraités achète
une maison et
tombe sur un
vrai trésor enfui
dans sa grange**



<http://www.actupus.com/ce-couple-de-retraites-achetent-une-maison-et-tombent-sur-un-vrai-tresor-enfui-dans-leur-grange/>

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Conventions

“Students in classes where conventions are valued over everything else get a distorted view of writing... Effective writing classrooms are places where there is a balance between creating interesting, informative, imaginative texts, and editing those texts for conventions.”

Ruth Culham

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Conventions

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Correct use of all conventions	→	Risk-taking
Writing errors are bad, they are indicators of failure	→	Writing errors are good, they are opportunities for instruction

“It has now become conventional wisdom..... that the best way to teach conventions is by example, using texts students create.”

--Culham

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Performance Tasks

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Interpretive Mode

Students will read and view short texts on different aspects of Puerto Rican culture. They will use the information from the texts to create a schedule for their time in Puerto Rico. They will consider the environmental impact of different tourist activities and evaluate their schedule in terms of eco-tourism.

Presentational Mode

Students will create an additional event for the story *Everywhere Coquí's*. They will identify another location on the island of Puerto Rico for the coquí's as they attempt to escape from the parrots in the rainforest. They will select a location, say what the coquí's see and do while there and then indicate that they are moving on.

Interpersonal Mode

Students will select at random various images of Puerto Rico and will role play a conversation to decide what they will do while on vacation in Puerto Rico. They will discuss the environmental impact of their tourism on the island.

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What percentage
of your grade is
allocated
to interpersonal
(unrehearsed)
communication?

<http://www.uickr.com/photos/dilaudid/4954719152/sizes/m/>
Markus Koljonen – website: <http://blackswan.carbonmade.com>

Standards-based Grading

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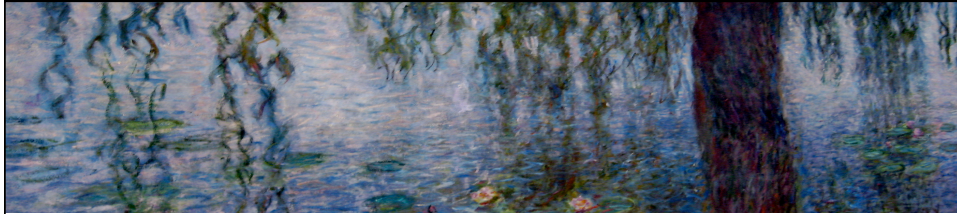
Category	Percent	Description
Learning Checks	10	Achievement - homework, participation, in-class work, vocab and grammar quizzes
Interpretive	30	Performance - reading/listening based on authentic text that they are seeing or hearing for the first time
Interpersonal	30	Performance - unrehearsed communication with a partner; teacher is not a partner
Presentational	30	Performance - rehearsed writing or speaking, ideally for an audience beyond the teacher

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The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

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